

Lesson 3: Teaching others to be TrackSAFE

HPE Curriculum links

Foundation

Personal, Social and Community Health: Being healthy, safe and active

- Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)

Personal, Social and Community Health: Contributing to healthy and active communities

- Identify actions that promote health, safety and wellbeing (ACPPS006)

Year 1 and 2

Personal, Social and Community Health: Being healthy, safe and active

- Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)

TrackSAFE outcomes of this lesson

Students should be able to:

- **Identify** the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).
- **Describe** the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).
- **Explain** the purpose of the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).
- **Describe** how adults keep us safe near trains or train tracks.
- **Explain** why adults do those things to keep us safe near trains or train tracks.
- **Describe** what they themselves need to do to stay safe on the train network.
- **Explain** why they need to do those things to stay safe on the train network.
- **Teach** others how to stay safe near trains and tracks.

2.0 Whole class learning session (35 mins)

Equipment/Preparation required: Art materials, chalk or a very large sheet of paper

Develop a learning intention and success criteria for identifying people and protective behaviours that help keep them safe and healthy.

Create a class frieze of a pedestrian level crossing and train station. This could be done with models (using chalk on the carpet for map details), or with a very large piece of paper or card.

Play the photo slideshow from the excursion/simulated excursion/photos in the Media Library of the [student website](#) as a trigger for discussion. Prompt students by asking:

- What features should be included? (**Identify**)
- Why should these features be included? (**Explain why**)
- Which areas could be unsafe? (**Identify**)
- What signs do we need? (**Predict** using prior knowledge and the photos in the

slideshow)

- What have we left out? (**Judge/Reflect**)

Work collaboratively to create the frieze. Allocate parts of the frieze to different student groups. Reflect on features that have been omitted (*What have we left out?*). For example, encourage the addition of boom gates, the pedestrian gate, the maze, signage, yellow lines on the track crossing and platform. Challenge the addition of each element (*Why does this help us keep safe?*).

Identify together places where it is important to hold hands with an adult, and for adults and students to STOP, LOOK, LISTEN, THINK. Mark these places on the frieze.

Ask students to reflect on how well they have met the success criteria for identifying people and protective behaviours that help keep them safe and healthy.

Extension

Use a computer program like ArtRage <http://www.artrage.com/> to copy, slide, turn and flip student created images of boom gates, the pedestrian gate, the maze, signage, yellow lines on the track crossing and platform etc., to create a frieze with a message about keeping safe around trains and tracks.

Explore different friezes from the history of art. For example, look at a frieze in a Greek temple, a wallpaper frieze, and contemporary children's bedroom alphabet friezes. Investigate how the friezes were created and any message or story in the patterns and images on a frieze.

Activity

The following activity is designed as a whole class activity.

Activity 2.1 Communicating our TrackSAFE messages (25mins)

Equipment/Preparation required: Varies depending on activity chosen - art materials; writing materials; computer/tablet; e-book writing software.

Develop a learning intention and success criteria for identifying actions that promote health, safety and wellbeing.

Ask students to create a safety message and an interesting way of communicating that safety message to the school community.

The message should either encourage other students to hold hands with an adult, to STOP LOOK LISTEN THINK, or both.

Some ideas for communicating this message are (you might have others):

- **Present** at assembly – report about your trip to the train station, display the safety messages and explain why it is so important.
- **Make** a poster or postcard to display your safety messages
- **Display** your safety messages at the local community centre, library or shops.
- **Write** a report about your group’s development of your safety messages for the school newsletter or website.
- **Use** email or a class blog to communicate your message.
- **Make** children’s picture books suitable for reading with pre-schoolers. Visit a local pre-school or childcare centre and read your books to the children.
- **Make** an e-book about the different ways you can keep safe around trains and tracks. You can assist students to use software such as
 - iBooks Author for Mac
 - Book Creator for iPad

Upload the book to your school and other community websites so that it can be accessed by people in your local community and beyond. Messages can be also uploaded to the [feedback and giveaways](#) page of the TrackSAFE Education website for sharing with the TrackSAFE community.

Ask students to reflect on how well they have met the success criteria for identifying actions that promote health, safety and wellbeing.